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ABSTRACT

A summary is presented of the final report, "Effective Classroom Management and Instruction: An Exploration of Models." The final report presents a set of linked investigations of the effects of training teachers in effective classroom management practices in a series of school-based workshops. Four purposes were addressed by the study: (1) to identify descriptive models of classroom management and instructional management used by effective and less-effective teachers; (2) to compare and contrast the descriptive models of classroom and instructional managment used by effective and less-effective teachers; (3) to compare and contrast the model of classroom management used in the training workshops with the "models-in-use" demonstrated by both trained and untrained teachers; and (4) to explore relationships among classroom management and student achievement variables, the demands placed on students for academic and social participation, and patterns of instructional interaction. (JD)

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Executive Summary of
Final Report

EFFECTIVE CLASSROOM MANAGEMENT AND INSTRUCTION: AN EXPLORATION OF MODELS

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EXECUTIVE SUMMARY

The following is a summary of the final report, Effective classroom management and instruction: An exploration of models, prepared by Evertson, Weade, Green & Crawford (1985) for the National Institute of Education, Grant (NIE-G-83-0063). The final report presents a set of linked investigations of the effects of training teachers in effective classroom management practices in a series of school-based workshops. Four purposes were addressed by the study: (1) to identify descriptive models of classroom management and instructional management used by effective and less effective teachers; (2) to compare and contrast the descriptive models of classroom and instructional management used by effective and less effective teachers; (3) to compare and contrast the model of classroom management used in the training workshops with the "models-in-use" demonstrated by both trained and untrained teachers; and (4) to explore relationships among classroom management and student achievement variables, the demands placed on students for academic and social participation, and patterns of instructional interaction.

THE STATE CONTEXT, LOCAL SETTING, AND DATA BASE

The classroom management training workshops were conducted as part of an ongoing program for the improvement of teaching designed by state administrators in the Arkansas Department of General Education. The improvement program was launched with a statewide training program in instructional skills that has been disseminated to over 10,000 of the state's teachers and 70% of the school principals. At least 61% of the LEA's have completed the training cycle. The classroom management workshops were introduced as a second phase of the improvement program. Because of

the large degree of participation in instructional skills training previously, an important question became whether or not classroom management training could add to teachers' present skills. To answer this question and to determine appropriate content and delivery of a classroom management model, a series of validation training studies were designed. Six studies assessing the effects of the management training were completed in several of the Arkansas school districts. Of the 102 teachers participating in the studies all had completed the state's program in instructional skills.

In reviewing the findings from the six validation training studies, members of the state's advisory committee and the principal investigator recognized significant effects on classroom practices for the trained teachers, but were also concerned about teachers for whom training had less marked effects than for others. This concern led to conception of the present follow-up investigation and the involvement of one of the school districts in a secondary analysis of data collected in its district. This district's junior high schools had participated in the validation studies.

Student population in the district is composed of 60% white, 33% black, and 7% Mexican-American students. A sample of 16 teachers (eight English and eight math) volunteered to participate in the original validation study. Participants were matched on subject matter taught, years of experience, and grade level then randomly assigned to either experimental or control groups. All teachers were female except for one male math teacher. Four teachers were black and 12 were white.

Data collected as part of the validation study in this district were generated through a variety of classroom observational measures. For <u>each</u> of the 16 teachers in the sample the following data sets were available for <u>each</u> of six observations: (a) narrative notes with class activity descriptions for the 45-minute observations, (b) classroom rating scales,

(c) three or more ratings of student engagement for each class period, (d) summary ratings for each teacher taken at the end of six observations per teacher, (e) audio recordings of the classroom lessons, and (f) pre- and post achievement test scores on standardized and district-wide criterion-referenced tests in English and math. This data bank provided the opportunity for comprehensive, in-depth examination and post hoc analyses of teaching-learning processes in any of the 16 classrooms. The district also made opportunities available for follow-up interviews with the teachers and provided access to curriculum and textbook materials used in any given lesson.

RESEARCH DESIGN: A SERIES OF LINKED INVESTIGATIONS

The final report provides a detailed description of the series of planned comparisons organized in five separate, but tied, investigations. Each was designed such that its findings could provide part of the entry framework for what was to follow. Findings in each also served to inform what had come before. In order, these investigations: (1) substantiated and identified the effects of the training workshops on teachers' classroom management practices; (2) examined relationships between classroom management and student achievement variables; (3) produced descriptive "models-in-use" of the classroom management processes used by a sub-sample of effective and less effective instructors (based on achievement data from their classes); (4) generated comparative data on the differences between effective and less effective teachers in setting expectations for student participation and in signalling and monitoring the academic content of lessons; and (5) generated comparisons between the classroom management training model and the models-in-use demonstrated by both trained and untrained teachers. The first two of these investigations followed a process-product tradition of research on teaching; the third and fourth were

approached from a sociolinguistic perspective on teaching-learning processes; the fifth investigated the compatibility of findings from the two alternative research traditions. Findings from these separate but tied investigations are summarized below.

Findings: The effects of training in classroom management

Of 35 five-point ratings used to assess teachers' management practices after each observation, 22 (61%) were significant ($p \leq .10$) in favor of the trained teachers (significance level chosen because of the small sample size.) Means for the trained group exceeded the control group means on all but one of the 35 variables. The strongest effects were for describing lesson objectives and lesson content clearly, for using efficient and appropriate classroom procedures and routines, for consistency in managing student behavior, and for a task-oriented classroom focus. Findings further support the training as a successful and cost-efficient form of school-based staff development, and provide evidence that training effects produced in tightly controlled research settings (in earlier studies) can be successfully replicated in local school settings.

Findings: The relationship between classroom management and student achievement

Achievement test score data varied among the 16 teachers by grade level and subject matter. This reflected a "real world" situation in which measurement is typically not geared to research purposes; researchers preferred not to intrude on normal operations in the district any more than necessary. Ten of the 16 classes had pre- and posttest scores on the district's criterion-referenced tests (CRT); the remaining six were measured at posttest with the SRA achievement tests and at pre-test with the Arkansas state assessment test of basic skills (SATBS). Of 272 students, 164 were in English classes and 108 in math; there were 126 students in the experimental

classes and 146 in the control classes. Raw gains on the CRT (10 classrooms; students scores "pooled" without regard to classes) revealed differences in favor of the trained teachers' students (reading: F (1,116) = 32.82, p <.0001; math: F (1,66) = 4.26, p <.05). Between-class CRT gains also favored trained teachers (language arts: F (1,116) = 479.71, p <.0001; math: F (1,66 = 110.04, p <.0001). In all, 11 comparisons were generated: 9 showed higher means for the trained teachers; 7 of these 9 were statistically significant (p <.05). Neither of the 2 comparisons favoring the control group were significant. These results suggest support for the indirect effects of the management training on student achievement outcomes.

Method: Selection of a sub-sample for the focused investigations

Single class period lessons were further explored. Achievement data were organized by classroom group (range:12-24 students per class) to isolate effects by within-class movement between achievement level groupings. Rank order placement of teachers on management and instructional (achievement) effectiveness dimensions, and placement within a management/achievement typology revealed that none of the untrained teachers ranked significantly higher than the trained teachers on student achievement. There were untrained teachers, however, who ranked above a natural break in the management data who did not have within-class achievement level gains. This suggests that effective classroom management is necessary -- but not sufficient -- to produce student achievement gains. Four teachers, two trained and two untrained, were selected; management and achievement ranks were parallel.

Findings: The descriptive models-in-use

Audio recordings of a sample of lessons over the school year were analyzed through the application of a sociolinguistic perspective on

teaching-learning processes. Detailed "maps" of lesson structure were developed to generate data on social and academic task demands, instructional sequencing, divergences from goal-directed instruction, and patterns of teacher-student interaction. From these maps, descriptive models of effective management and instruction were developed according to teacher placement within the management/achievement typology. Interpretations were provided, not on the basis of what teachers do, but rather, how what they do functions within the classroom context, and what occurs as a result in terms of instructional progression and the construction of social and academic demand structures.

Findings: Comparison of models-in-use across effective and less effective teachers

Initial comparisons across lessons for individual teachers revealed stability and consistency in teacher style, teacher-student interactions, and manner of eliciting student participation in lessons; there were sharp contrasts across teachers in manner of providing verbal rationales for actions and in responding to student "call-out" behaviors. Comparisons across teachers also suggested that as effectiveness rank decreased, there was an increase in demands placed on students to interpret changes in their rights and obligations for participating. Additionally, as the number of shifts in social demand increased across teachers (e.g., who can talk, when, where, about what, and for what purposes), the relative proportion of changes in academic expectations decreased . Effective teachers managed to orchestrate a relative balance between social and academic tasks in terms of the demands placed on students to interpret changes in these tasks. Further examination of the academic demand structures revealed that effective teachers provided signals to students about multiple aspects and features of the academic task at hand, and provided verbal cues about how

students could understand, reason, and accomplish the task. Less effective teachers provided fewer verbal cues, introduced conflicting cues, and failed to signal relevant cues that were available within the materials or inherent within the specific tasks. This latter finding suggests that instruction is not content-free.

Findings: The comparison between the normative management training model and the descriptive models-in-use

A synthesis of the training model and the descriptive models-in-use resulted in an expanded model of classroom management and instructional management. The two alternative research traditions were found to produce complementary findings. The collaborative merger of the two perspectives provides a distinction between learning "that" certain practices make a difference in student achievement, and learning "how" these practices operate in classrooms.

Recommendations for training and policy

Collaboration had several meanings in this project and also operated in several ways. This has been found: (1) in the continuing relationships between state and local administrators and staff personnel in the state, and the researchers; and (2), at the level of the NIE project, in the merger of alternative research perspectives on classroom processes. Additionally, (3) state/local administrators, the researchers, and a policy analyst have begun documenting the collaborative approach in a policy handbook. Educational Research and Policy: A Collaborative Approach (forthcoming, NIE G-83-0063) provides a detailed case study that highlights pertinent policy issues and provides implications and recommendations for the practice of collaborative research.